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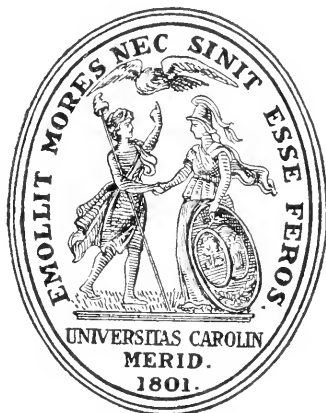
University^{of} South Carolina

Some Educational and Legislative Needs of South Carolina Mill Villages

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THOMAS F. PARKE

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Some Educational and Legislative Needs of South Carolina Mill Villages

By THOMAS F. PARKER,
PRESIDENT OF THE MONAGHAN MILLS,
GREENVILLE, S. C.

*In substance an address on this subject delivered at the
University of South Carolina to the Faculty and Student
Body on January 18th, 1911.*

Some Educational and Legislative Needs of South Carolina Mill Villages

By THOMAS F. PARKER

At no other time in its history has South Carolina made such rapid progress towards plenty and distinction as in the last few years. Great changes are taking place rapidly and we must be on the alert to apply old principles to new issues that we may use each new opportunity and avoid new dangers. The two most powerful industrial agencies in the recent development of our State are agriculture and the manufacture of cotton.

With agricultural prosperity, agricultural education is being pushed to a remarkable extent; by Nation and State, by individuals, by the Southern Railway, by the Cotton Seed Crushers Association, by the rural improvement association, by corn, cotton and tomato expositions, and in innumerable other ways. The farm co-operative demonstration work alone is spending in South Carolina in twelve months \$29,000.00, and the Peabody Board has appropriated for rural education during a like period \$6,200.00. A State law now requires that elementary agriculture shall be taught in the schools of the State.

Our General Assembly in 1910 by joint resolution appointed a commission to make necessary investigations and report at this session upon the advisability of establishing agricultural schools and experimental stations in the State.

This commission recommends among other things that: "Whereas there are a number of forces now at work in South Carolina to improve the agricultural methods and conditions of the Commonwealth among which may be named Clemson College, with its agricultural courses, its

extension work, farmers' institute work, rural school work, and its experiment station, and the station's bulletins; the State Department of Agriculture, Commerce and Industries, with its many branches of work in office and field; the United States Farm Demonstration Work, carrying its instruction to the farmer and the farm home; the boys' corn club, and the girls' tomato club work, under the joint direction of the farm demonstration work and the County Superintendents of Education; and the United States Office of Farm Management; the courses of agriculture and school gardening at Winthrop College and at the University of South Carolina; the distribution of Government bulletins on school agriculture by the State Supervisor of rural schools;" etc.

Therefore, that there should be created a State Commission on Agricultural Education which should be specifically charged with the making and execution of general plans for Agricultural Education in South Carolina; that special courses, designed to prepare teachers, for the teaching of the subject of agriculture in the elementary schools should be offered by Clemson College, Winthrop College, and the State University; and that a summer normal school for the agricultural instruction of teachers should be held at Clemson College each vacation season; that an appropriation should be made by the General Assembly for the support of elementary and secondary schools which undertake in a satisfactory manner to introduce agriculture into their curriculums; that teachers who have prepared themselves to teach agriculture and who have proper credentials should receive from the State's appropriation a small compensation in addition to the salary paid by the district trustees.

Admitting that agriculture is still the greatest industry of this State, and highly improving the manner in which Agricultural Education is now being promoted among our people, I ask in all earnestness if South Carolina

should not also at the same time seek to provide adequate industrial and vocational education for all its people including its manufacturing population.

The pay rolls of the mills each year add to the State's wealth approximately \$12,000,000.00, their dividends add approximately \$3,500,000.00, and their taxable values are about \$25,000,000.00. (or about one-tenth of the State's total taxable values.) The mills also pay into the State Treasury a franchise tax of about \$25,000.00 per annum; and consume eighty per cent. of the amount of cotton raised in the State. In thirty years they have doubled the average daily wage of their operatives, and indirectly have caused the same advance in the wages of all unskilled white workers in the State by offering employment at the increased price to all the unemployed.

The collecting of the less prosperous of South Carolina's rural population into villages and their discipline and training in regular habits in our coarse goods cotton mills should only be the first step towards greater manufacturing activity and greater prosperity. Our cotton mills and cotton mill villages should be places where operatives are preparing for many kinds of industries requiring higher skill; we are only beginners, and our eyes should be firmly fixed on the possibilities of the future and not too much on the past. Each advance must be but a temporary resting place unless we are to be laggards in the race upon which we have entered. The State cannot allow its manufacturing development to limit itself to any one kind of manufacturing; it would be suicidal for its manufacturing to confine itself to coarse goods cotton mills which all the world over pay the minimum wage to industrial operatives because their labor is unskilled. Diversified manufacturing requiring greater skill, or the making of finer goods would double or quadruple the State's total pay roll and the earnings of its individual operatives.

The times are calling for education and legislation and new lines. If we aspire to be leaders we should act.

It must not be forgotten that the State's Educational Institutions exist primarily for the benefit of the State, and that South Carolina's rank in the industrial world of the next generation depends largely upon the instruction she gives her younger operatives, and upon their environments in her mill villages. Adequate industrial and vocational schools for her boys, dignifying labor and producing efficiency, and the improvement of mill village conditions, are necessary if she is to attain to industrial eminence.

Our operatives, homogenous, English speaking, bone of our bone, flesh of our flesh, sometimes connected with our best families, are the material from which a high class of industrial workers can be made. Nowhere else in the United States is there as good a class so accessible to instruction, only needing the proper kind of education to develop the highest efficiency. They are a marked contrast to the mixed operatives of many nationalities, habits and tongues to be found today in the industrial communities of other sections.

Though South Carolina has great cause for pride in the rapidity with which she has built her cotton mills, and in their standard of construction and equipment, and in the way in which their managements have collected together and utilized to the great profit of all concerned our unemployed people; yet true it is that she has not an equal cause for pride in her cotton mill village conditions, or in the educational facilities that the State and other institutions and individuals are offering her textile workers.

Especially is this so if her 150 villages are considered and not only a selected one of some 20 of her best which is almost invariably done when this subject is mentioned.

So rapid has been the development of manufacturing in this State, and so little interest has been shown in the education of its mill village population that to the present we have made no provision for their special needs, but they must either use a system of education and studies prepared for the agricultural population or go without

any. This oversight permeates practically the entire educational system of the State. The University of South Carolina is almost the only exception.

Clemson College, South Carolina's agricultural and mechanical college, with its income approximating \$250,000.00 per annum, has a struggling textile department to the maintenance of which some \$6,000.00 is apportioned. It is not suited in any respect for the vocational training of mill boys; it does not attract them; but small percentage of its graduates work permanently in mills in any capacity. As a college it sets out to impart a liberal education and expert textile knowledge to a class more favored socially and financially than mill people. Though the college is not situated in a mill center, which is the natural location for the textile education of mill operatives, it could undertake for textile workers extension work, institute work, and school work, similar to such work which it has undertaken during the last few years for the agricultural population.

Winthrop College is near mills, but only its kindergarten department has to the present time interested itself in mill people.

Though these conditions, as before stated, are to a certain extent due to the fact that manufacturing on a large scale is new to this State there is no reason for them to continue.

Why should we not have a State Supervisor of mill village schools? And why could these schools not give some industrial training?

Why should there not be created a State Commission on industrial and vocational training similar to the one proposed for agricultural education, with an adequate appropriation for conducting its work?

What is wanted for mill men and boys is vocational instruction adapted to local needs given in congenial surroundings which shall increase their earning capacity and make them more efficient operatives, also helping them to

become overseers and superintendents. This instruction might be given in night classes near the mills so that pupils while staying at home could earn a living during the day and practically apply at their work the theoretical instruction which they receive.

Some of the studies which interest South Carolina mill men and boys are "group courses;" English; mill calculations of speeds, drafts, etc., etc.; mechanical and free hand drawing; textile designing; practical courses in electricity and steam engineering, etc., etc.

On account of the antecedents of these people the instruction should be largely individual and especially adapted to the need of each student, be he young or old, starting with the alphabet if necessary. Elementary common school instruction is often necessary with these people as a preparation for vocational studies. Such individual instruction requires a large number of teachers in proportion to students but does not call for any special equipment other than ordinary school rooms.

Another great need of mill villages for the education of the rising generation is properly conducted nursery kindergartens. Kindergartens may be of doubtful benefit to children of educated and refined parents, and are not adapted on account of the youth of the children to the needs of a scattered agricultural population, but they are unquestionably of the greatest benefit in commencing the education of children who have otherwise around them only the influences of mill village homes, and they can be made very accessible to such children living as they do in thickly settled villages. It should also be borne in mind that these children stop going to school at 12 years of age. Our present State law does not allow any State funds to be used for this purpose.

It is very desirable to teach the boys of our agricultural population practical agricultural knowledge and habits, but is it not equally important to teach all our girls to cook and sew? Mill village girls are specially in

need of such training because they cannot learn these things at home. It may be argued that such instruction costs money, but it would be money well invested. Every year we are more prosperous, and this will continue if among other necessary precautions we wisely educate our people. It has been estimated that South Carolina's cotton crop this year will sell for \$96,000,000.00 which, it may be mentioned, it considerably less than the annual sale of cotton mill goods now manufactured by its mills. There is no wiser way to spend some of this money than on education.

Important as is the development of our industrial classes for the State, there is still another ground upon which I place my present appeal to you for the 150,000 of your fellow citizens who comprise our mill village population.

The world has never followed cold reasoning. Before we learned how to think very well, we felt pretty accurately. The men in this audience who will act on what I am saying are those who feel human needs and have a personal sympathy for their less fortunate fellows. Friends! 150,000 of South Carolina's neediest sons and daughters ask of you the opportunity to help themselves. They ask of you who have had opportunities in the past to share the results of these with them. They ask that you give them of your time, thought and understanding; they do not want and would not accept charity; their great need is mental stimulus and guidance and educational facilities; they compose the poorest of our white population and when coming to the mills left their homes and friends, and found themselves landless and almost penniless, surrounded by conditions entirely new. All that they brought with them was their power to labor, and their friends are few. It is upon them that slavery and war and reconstruction have most heavily laid their blighting hands. From lack of past advantages and opportunities they often have to learn even the most ele-

mentary rules of living and behavior, which would ordinarily be taken for granted as our common heritage. It is for this reason, and not from mental incapacity or choice, that they do not mingle with our towns' people, and that they are sometimes hard to teach.

All South Carolina mill villages have a church, school and doctors, but as a rule these are inferior, and the influences in some mill villages are far from what they should be; while accessory religious, educational and welfare agencies in villages, paid for by South Carolina sources other than the mill corporations and the villagers are conspicuous by their absence or their inadequacy, though our towns can no longer plead the poverty which in the past alone justified the mill village neglect that has existed.

Few persons realize the actual educational conditions which pertain in mill villages or how little has been done to reach the hearts and minds of these people; though the mill companies often build the school houses and contribute to the salaries of the mill village public school teachers, even then only a small percentage of these receive in South Carolina over \$360.00 per annum (or a little more than the average mill operative, who, including children 12 years of age, receives \$1.10 per day, or about \$330.00 per annum) in marked contrast to mill foreman of departments who receive as a rule from \$1,000.00 to \$1,500.00 per annum, or to mill superintendents who receive much more.

In many mill villages the school buildings and teaching force are altogether too small for the population. For instance, if a village with a kindergarten and two teachers, which are suitable for a population of 800, should increase its population to four or five thousand the building or its teaching force would probably not be increased. It is not uncommon for a school teacher with a salary approximating that of an average mill hand to teach fifty or many more poorly graded pupils (I have heard of one such

teacher with 90 pupils) and these teachers are usually without the instruction or control of any educational supervision worth mentioning.

There is a great opportunity to educate by night classes those mill villages adjacent to towns from which I believe many college professors or city teachers or experts in various lines of work could be enlisted according to their ability to instruct night classes in branches needed by mill boys and girls instead of allowing many of our brightest mill men to be denied educational advantages, or for lack of home opportunities to use expensive and unsatisfactory correspondence schools located in distant States such as Illinois or Pennsylvania, and to allow our girls to grow up lacking in much needed instruction.

There is also much other teaching called for in mill villages besides the night courses, which must be done through employed experts. Trained district nurses in addition to relieving sickness and saving lives can do a wonderful educational work by house visits, loan closets and health clubs; kindergarten nurseries caring for children from three to six years of age are splendidly adapted to the needs of a mill village; nowhere can settlement work be more effective, reaching out as it does with its teaching and helpful influences to the individual homes; educational gatherings with illustrated stereopticon slides and with good speakers brought from without the mill village community exercise a most marked influence. There are also effective means which can be employed to establish much needed sympathetic relations between the villages and the towns; the Winthrop College kindergarten is doing some fine work of this character. The mill school buildings sometimes with small changes and additions can be used to great advantage for night classes or as social centers.

I have been told by prominent men and women that they would be very glad to do such work in mill villages if it was organized; and if they were invited to do it by

the mill presidents whom they have been led to suppose would resent their initiating any educational or philanthropic movement in their villages unless invited by them so to do.

While it may be true, as has been asserted to me, that there are some mills which in varying degrees are willing for their operatives to remain shiftless, ignorant and dependent, recognizing no obligation to change these conditions and believing that such labor is low priced and easily controlled, and which therefore find plausible reasons for objecting to outsiders interesting themselves in studying or bettering their conditions; yet such mills are few and the large majority of the mill villages are what the neighboring communities and their educational institutions have willingly let them remain, for in the last analysis the condition of mill villages is dependent on public effort and public opinion. It would be a blight, most far reaching and insidious, on the future prosperity of our State, and destructive to our Democratic institutions if we had in our mill villages even in a remote degree a system resembling the feudal system, where the people's home life is under the domination of the employer; and I refuse to believe that such exists anywhere in South Carolina. It is unfortunately true, however, that there is a very general tendency among all classes of our people to throw the whole responsibility for the education and welfare of the village population on the mill President and the mill corporations where it only partly belongs.

How can leading denominations and educational institutions satisfactorily explain to themselves the presence of 150,000 of the most needy of our white population in mill villages adjacent to our towns without more organized effort on their part to help them than their records show?

In mill villages there is a splendid opening for institutional churches through which town congregations could do a noble work.

Has there been an adequate effort to furnish for

the villagers competent leaders, teachers, deaconesses, trained nurses, trained kindergartenders or trained instructors of cooking and sewing? Is the church justified in confining its work with these people almost entirely to spiritual and denominational teachings as though they had only souls and not minds and bodies?

The small number of prominent preachers in South Carolina who interest themselves practically and at personal sacrifice in the mill population or its problems is very noticeable, as is also the incapacity of the workers who are usually furnished. Special preparation and a special calling are needed for a competent mill village worker, but should such men not be hunted for and when found should they not receive high respect and financial support?

It would be amusing if it were not so pathetic to hear how many persons when asked to contribute time or money to educate the mill village population express the fear of "pauperizing them." In fact one is almost led by interested parties to believe that the greatest danger threatening our village population is that of being "pauperized;" and the danger is only theoretic as there is in South Carolina mill village conditions absolutely nothing upon which to base such a fear.

To me it is a very sad spectacle to see in South Carolina a strong tendency to keep through neglect the mill people in an inferior class or caste, and to blame them for not mingling with others when it is their antecedents and lack of past opportunities which compel them to stay apart, and which they are unable to free themselves from except by a very slow process or till helped to do so by others. It is only our lack of sympathy and understanding that makes us unconscious of these fetters and how to break them.

Before closing I wish to say a few words concerning legislation affecting mill villages. The best way to prevent some kinds of class legislation is by destroying the class lines through education. It would be a great

mistake to think that the majority of our mill people have inherited traits which will prevent them being good, efficient citizens; on the contrary children in the average mill school are average South Carolina children as to ability, (but below the average in general education and training) and the kind of men and women they become depends on the education and environments given them by the citizens of our State.

We are fortunate in South Carolina in having had on the whole good and conservative legislation. There is in my opinion however some legislation which would affect mill people which is much needed. Among which I would mention a law to make education compulsory; a law requiring marriage licenses and registration (to reduce the number of desertions); a law preventing children marrying (as too many do at present); a law requiring the registration of births and deaths; and most of all an employers' accident indemnity law modeled on the German law, upon which latter I will dwell at more length as such a law is new to many of us, and is receiving a great deal of attention at the present time throughout the United States.

The German law is a system of compulsory insurance to which both employees and employers contribute. Every injured German workman, no matter how he was injured, whether by his own fault or by the fault of his employer, draws a regular weekly pension either from the sickness insurance fund or from the accident insurance fund until he is able to go to work again.

The difference between the German situation and the South Carolina situation is the difference between that modern, scientific, peace making device called "compulsory insurance," and that mediaeval, unscientific, strife breeding contrivance called "employers' liability."

The weapons of "compulsory insurance" are safety devices and convalescent homes; the weapons of "employers' liability" are lawyers, judges and instructions to juries.

“Germany pays its injured, superannuated, and other pensioners something like \$126,000,000.00 a year, of this sum the workmen furnish one-half. American manufacturers spend about as much as this total out of their own pockets, but only thirty per cent of it ever reaches the injured. On the one hand the remedy for sightless eyes, maimed bodies and helpless widows and hungry children is long, expensive litigation, on the other it is prompt and continuous medical service, and a regular, weekly income.”

“In eleven years, from 1894 to 1905, the Employers' Liability Companies of America took \$99,959,076.00 in premiums from American employers. How much did they pay out in compensation to injured workmen? Just \$43,599,498.00, or 43 per cent. of what they took in, and of this sum about one-third went to pay the lawyers of the injured parties. Seventy per cent for expenses! thirty per cent. for compensation! It would take an ingenious man to devise a more wasteful system.” And the laws of our State should change this system which is ours.

If you are interested, these statements and much more on this subject can be found in a much quoted article entitled “Pensioners of Peace,” which appeared in Everybody's Magazine, October, 1908.

APPENDIX

“A”

What Religious Denominations and Colleges are doing in South Carolina for a mill village population of 150,000 people with funds and workers derived from sources mostly other than the mills and villages. This list seeks to give complete information of all such work done in the State. The villages suffer as much from the inefficiency of the workers who are sent, and from the lack of constructive methods in handling the situation as they do from the smallness of the amounts spent on them.

BAPTIST DENOMINATION.

Mission Board gave in 12 months (1909) to supplement preacher's salaries \$6,380.00, and supported in whole or in part 13 women missionaries at a cost of \$5,150.00. Three evangelists were employed at a cost of \$3,000.00, who devoted a part of their time to mill villages.

The mill village churches, however, contribute a considerable sum to the general church objects, the amount of which could not be ascertained. To the writer's surprise he found that at his mill the appropriation from the mission board to the Baptist village church in 1909 was \$225.00; its membership was 245. The amounts contributed by it were as follows: pastor's salary \$400.00; missions \$135.60; orphanage \$60.00; old preachers \$8.18; poor \$6.04; incidentals \$115.37; Total \$725.19; subscribed to Furman University to be paid in five annual installments \$150.00; the appropriation from the board for 1910 was \$100.00, and the contributions of the church were as follows: Foreign Missions, \$50.00; Home Missions, \$35.00; State Missions, \$30.00; Orphanage through Sun-

day School, \$50.00; the Poor in Village, \$20.00; Visiting Ministers, \$27.00; Aged Ministers, \$10.00; Ministerial Education, \$3.00; Current Support Furman University, \$1.00; Pastor's Salary \$400.00; Incidentals, \$86.00; Total, \$718.00; Subscription to Southern Baptist Theological Seminary to be paid in five annual installments, \$137.50.

Furman University has offered one year's free tuition to a mill boy as a reward for good work in a Y. M. C. A. night classes; some of its students teach in a mill Sunday School; its President and several of its professors, on request, occasionally give popular lectures in mill villages; one of its professors teaches regularly in a mill Y. M. C. A. night class.

Greenville Female College: The Y. W. C. A. conducts a Sunday mill afternoon club in co-operation with a mill Y. W. C. A. The club does mission study; four girls have undertaken this work, two coming out each Sunday.

The Kindergarten Department of G. F. C. supplies, without charge, teachers for Camperdown Mill Kindergarten and city poor, and sends assistants to several mill kindergartens. All kindergarten teachers are urged to join the story telling and game league. A loan library is being started for the future use of all kindergarten teachers.

The Connie-Marcell Orphanage is boarding, clothing and educating a total of 230 children. Of these, sixty are mill children.

EPISCOPAL DENOMINATION.

At Olympia Mills, Columbia, S. C., there is a brick church and a parish-house, containing amusement hall and medical dispensary; a clergyman and deaconesses are in charge; cost of maintenance about \$1500.00 per annum, which is principally paid by Trinity Church, Columbia, S. C.

For the Graniteville, Bath, Langley and Clearwater Mills

there is a church and a school-house; night classes are taught; a clergyman and a deaconess have been in charge at a cost of about \$1500.00 per annum.

At the Charleston Bagging Factory, there is maintained a night school and missions, and at a Spartanburg mill and at Ninety Six there are missions.

At Calhoun Falls Mill there is a chapel and regular services are held.

The Orphanage Department of the Church Home at Yorkville, S. C., has seventy children in the orphanage, which are being boarded, clothed and educated. Of these, 25 are from mill villages.

LUTHERAN DENOMINATION.

The Olympia Mills has a resident minister at a cost of \$700.00 per annum. Till this year, the Olympia Mills have been the only mill work.

The Newberry Mill church is helped to the extent of \$500.00.

Newberry College offers one scholarship in each of the two mill villages to that student (boy or girl) in the mill school who makes the highest average mark of scholarship. A scholarship means full tuition for four years. Only one of the scholarships is being utilized this session. A number of the students teach in the two mill Sunday Schools.

METHODIST DENOMINATION.

Board of Missions gave in 12 months to supplement mill preacher's salaries \$6,050.00, and supports five deaconesses and helpers in whole or in part at a cost of \$1,475.00.

For the erection of church buildings there was given \$705.00.

Mill village churches have regular and special assessments for missions and other church purposes outside of the mill villages, which aggregate a considerable amount.

The writer could not ascertain this amount, but he found that the Methodist church in his mill village with 104 members, received in 1910 from the Home Mission Board \$150.00, and contributed as follows: Pastor's Salary, \$250.00; Presiding Elder, \$31.25; Missions, Conference Claims, etc., \$140.46, a total of \$421.71.

The Columbia District pays \$150.00 towards the support of a woman helper at Langley.

The Spartanburg Churches support a deaconesses at Spartan Mills.

At Wofford College, ten students teach in night classes at the mills without financial compensation. The demand for these night classes is growing; professors give lectures in mill villages.

Epworth Orphanage boards, clothes and educates 43 mill children.

PRESBYTERIAN DENOMINATION.

Bethel Presbytery maintains three missions: one in Chester and two in Rock Hill; the three preachers give their *entire* time; three Sabbath Schools are kept up, cost \$1900.00.

Charleston Presbytery maintains a mission to operatives at Graniteville, cost \$600.00.

Enoree Presbytery maintains three missions to operatives at Spartanburg, Laurens and Greenville, cost \$718.00.

At Clinton; First Presbyterian Church has built a chapel at Lydia Cotton Mills and employs a pastor to preach twice monthly to mill people, and a woman worker.

The Thornwell Orphanage is boarding, clothing and educating 43 mill children.

The Presbyterian College of South Carolina, at Clinton, S. C., has one student a Superintendent of a mill Sabbath School and three others teach in the school; the midweek mill prayer meeting is frequently attended and conducted by the college students.

Chicora College gave last year one free scholarship to a young woman from the mills. This was used last year, but is not being used this year.

“B”

What the State Colleges and Institutions are doing for the mill village populations.

CLEMSON AGRICULTURAL COLLEGE.

Had in 1910, a student body of 653. Of these about 35 were regular textile course students and six special two year textile course students.

UNIVERSITY OF SOUTH CAROLINA.

The University offers an “A. B.” course for social and religious workers.

Some students and one of the faculty teach in mill Sunday Schools; several students teach in mill night schools; one of the students assists in popular lectures at mills; several professors have given popular lectures at mills; one professor gives gymnasium instruction two nights weekly at a mill Y. M. C. A.; several students from the mill villages have been given positions in the University to assist them get an education; the President of the University in person has cordially invited the mill people to attend the University courses of popular lectures, concerts, etc., and has had conditions in mill villages presented concretely to the student body by competent speakers; an alumnus has been for years the very successful principal of the Olympia Mills Schools.

CONVERSE COLLEGE.

Members of the College Faculty and students from time to time have taught in the mill Sunday Schools, and have occasionally assisted in church work.

WINTHROP COLLEGE.

Normal & Industrial departments and Practice Home do no special work for mill people.

The Kindergarten Department, Miss Macfeat, Principal, maintains a kindergarten at Arcade Mills and one at Wymojo Mills with mother's meetings, and social meetings for boys and girls of the two mills; friendly intercourse is promoted between the Winthrop Kindergarten and the Mill Kindergarten children by socials. The Winthrop Kindergarten gives a "beautiful" Thanksgiving dinner which all the children enjoy together; mill children are also invited to the Easter egg hunt on Easter morning, and are brought on other occasions to the campus; the Winthrop Kindergarten returns these visits to the mills; the object of these activities is to bring about a sympathetic relationship between all the children and to break down caste tendencies, destructive to our social fabric. Wymojo Mills has a social science class; free tuition is given in the college kindergarten to mill children not in reach of other kindergartens.

"C"

SUNDRIES.

The South Carolina School Improvement Association, which is doing a fine work for the rural schools, limits its work "to those schools situated outside of incorporated towns, and to communities not exceeding 400 in population," and this has practically excluded all the mill villages. In the recent award of prizes one application was made in behalf of one mill village but it was not considered for the reason stated above.

The South Carolina Federation of Women's Clubs express a great interest in the mill population and approves of others working for it.

Certain ladies from Greenville have agreed to give short travel talks in village home gatherings with the co-operation of a Mill Y. W. C. A.

American Medical Association, Public Health Educational Committee (Dr. Rosa H. Gantt, Spartanburg, S. C., Secretary for South Carolina) on request, will deliver free lectures on hygiene and sanitary science.

The South Carolina Child Labor Committee has the following members:

Dr. Geo. B. Cromer, Chairman, Newberry, S. C.; Mr. John Porter Hollis, Secretary and Treas., Rock Hill, S. C.; Rt. Rev. W. A. Guerry, Charleston, S. C.; Dr. Henry N. Snyder, Spartanburg, S. C., Prof. D. D. Wallace, Spartanburg, S. C., Rev. J. H. Harms, Newberry, S. C., Col. Knox, Livingston, of Bennettsville, S. C., Mr. Jos. A. McCullough, Greenville, S. C., Mr. J. E. McDonald, Winnsboro, S. C., Mrs. Robert Gibbes, Columbia S. C., Miss Sophie Carroll, Columbia, S. C., Miss Louise B. Poppenheim, Charleston, S. C., Dr. O. Y. Owings Columbia, S. C., Rev. C. E. Weltner, Columbia, S. C., Miss Ag-

nes McMaster, Columbus, S. C., Dr. S. C. Mitchell, Columbia, S. C., Mr. Bright Williamson, Darlington S. C.

The South Carolina Children's Home Society (Wm. B. Streeter, Superintendent, Greenville, S. C.) places destitute white children in suitable homes and has placed a number of mill children. There is also a similar institution with head-quarters in Columbia, S. C.

“D”

Among the practical courses suggested for mill men and boys night classes are the following, viz:

Group courses; reading, writing, arithmetic, letter writing, subtraction, multiplication, division, factors, multiplies, calculations, fractions decimals, percentage, interest, ratio, proportion and square foot. A one year's course.

English: Fundamental parts of speech, exercises in parsing sentences, exercises in letter writing and composition, the ability to express one's self clearly and accurately.

Mill Calculation of speeds, drafts, twists, and production; measuring motions, etc.; various yarn calculations, cloth calculations and lay-outs.

Mechanical Drawing: General principles of drawing, lettering of working drawings and reproduction of plates, use of instruments, sketching actual parts of actual machinery, and a reproduction from these of sketches of accurate drawing.

Textile Designing: Terms used in designing paper and its uses, the methods of representing weaving drafts on designing paper, explanations of harness and the plain drafts and calculation for single and ply yarns, cloth calculations and reproduction of fabrics.

A practical course in electricity and steam engineering as applied to mill practices.

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